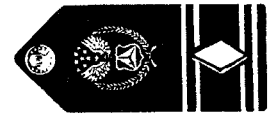




Cadet Major

CHAPTER 13 OPERATIONS ACHIEVEMENT



Cadet Major

Chapter Goals	Recognize	Understand	Master
Introduction			
Philosophy of Leadership			X
Management Principles: Controlling		X	
Placement Interviews		X	
Drill and Ceremonies			X
Operations Officer Staff Duty Analysis			X

RECOGNIZE: Recall *with* some prompting. You will be tested on *some* of this material.

UNDERSTAND: Recall *without* prompting. You will be tested on *all* of this material.

MASTER: Understand and demonstrate at all times.

INTRODUCTION

Now that you finished the last achievement, you may be eligible for promotion to *discretionary* cadet major (at the discretion of your senior member unit commander). If so, you must be serving in a position authorized for that grade (see CAPM 20-1) and your past performance must merit the promotion. See CAPM 50-16 for more details about discretionary promotions. When you finish this achievement you will be eligible for the *earned* grade of cadet major.

Operations is the task of deciding what will be done and overseeing it being done to see that it is running smoothly. In CAP this usually applies to providing a meaningful cadet meeting, cadet activity (such as model rocketry, cadet competition, field trips, arranging for guest speakers, fund-raising and sports) and emergency services. To do this, you will need to discover what your philosophy of leadership is. You must also learn about how to control and cross-check tasks, and how to interview people to get the necessary information to get your job done.

PHILOSOPHY OF LEADERSHIP

Your leadership abilities are influenced by your willingness to study, practice, and apply sound leadership techniques. The Air Force defines leadership as the “art of influencing and directing people in a way that will win their obedience, confidence, respect, and loyal cooperation in achieving a common objective.”

Achieving a common objective identifies the goal of leadership: achievement. If you do not need to achieve anything, you do not require leadership. *Common objective* implies not only that you must be mission-minded but also that you must inspire your cadets with



Fig 13-1 CAP Emergency Services
Badge



Fig 13-2 CAP Ground Team Badge

the same mission-mindedness. Communication skills are important. Leadership is effective when the mission, as interpreted by the leaders, is known, understood, and appreciated by everyone. Then the goal is not the goal of one person, but the goal of many people working together.

Leadership should operate *in a way that will win their obedience, confidence, respect and loyal cooperation*. The key to effective leadership and mission accomplishment lies primarily in your understanding of people and your ability to apply it in any situation. It also lies in your cadets' recognition of the desirable qualities and abilities of their leader. They measure this by how you compare to the image of leadership presented in this manual.

The definition further states that leadership is the *art of influencing and directing*. It is your responsibility to direct as well as influence people. Positive direction in the form of sound plans, clear-cut orders and organization, and confidently expressed goals add to your influence over your cadets.

Because an officer performs both technical and managerial activities, it is difficult to describe and analyze leadership. Operating a Type B encampment is a management activity. Technical activities are those specialized duties unique to your duty. Operating a radio, for example, is a technical activity.

The CAP performs unit missions. Sometimes these are determined by higher headquarters and sometimes determined by the CAP unit commander. Getting the job done comes first, before personal wants. This is not because CAP feels personal wants are not important, but because they are often best satisfied when several people work on them together at the same time. This does not mean that every time a unit mission is accomplished, *all* of the personal goals of the team members are satisfied. In normal cases, the most desirable solution to a leadership problem is one that best satisfies both personal goals and the organizational mission.

Leadership Roles

The commander, the manager, and the leader are the three roles of a CAP officer.

The commander has legal authority to direct unit or individual activities toward accomplishing a mission. This is inherent in the definition of the word *commander*. You can be a commander without being a leader, or you can be an effective leader without being a commander. You must, however, be a good leader to be an efficient commander. The good commander gets cooperation from the unit in their mutual understanding of the mission, rather than by demanding their obedience in an unknown undertaking. In short, the poor commander drives and the good commander leads.

The Manager manages the resources of personnel, money, material, time, and facilities used to accomplish the unit's mission. The functions of the manager are planning, organizing, directing, coordinating, and controlling. In a sense, all people who have some responsibility for human, material, and financial resources are managers and have some legal authority.

The Leader influences and directs people in a way that will win their obedience, confidence, respect, and loyal cooperation in achiev-

STATE THE AIR FORCE DEFINITION OF LEADERSHIP, THE LEADERSHIP ROLES, STYLES, PRINCIPLES, AND PERSONALITY TRAITS.

The CAP missions during emergency services is to meet the needs of others first.

You manage resources to accomplish the mission. List the management functions

ing a common objective. Effective leadership is vital for command and management to reach their full potential. Properly applying leadership principles and techniques to command and management provides the necessary force and influence for the unit to strive wholeheartedly toward its common goal. The leader uses earned authority.

Leadership Styles

In Chapter 5 we introduced you to leadership styles. Remember these things about the styles:

Autocratic (authoritarian) leadership is a leadership style that demands leader-follower roles, in which the follower is expected to conform to the overt power of the leader.

Participative (democratic) leadership requires unit members to participate in making the decisions. Most experts think this type of leadership has done more to satisfy each member's needs (particularly the higher needs) than authoritarian leadership.

Laissez-Faire leadership or "free-rein climate," lets authority rest with each individual singularly, not as a unit of individuals. Terms "hands-off" and "permitting to do" often describe laissez-faire leadership behavior. Those who adopt this style need sound judgment and extensive training of their people to be successful.

The variable leadership style. All CAP leaders hope to do a good job—but some do and some do not. How can you decide which style is the best? Many leaders have a primary style and a series of secondary styles. Their primary style may be autocratic, participative, or some style between. For example, you may use participative leadership as your primary style. However, under certain situations, you may find another leadership style more appropriate to the situation. So, you may use a secondary style.

Eight Common Leadership Personality Traits

You do not need to have a certain type of personality to be a leader. However, there are certain fundamental attitudes and traits you must have to be a good leader. You, as a leader, bring your basic personal qualities to bear on the group. If you have a negative personality, your other contributions do not get across to members of the group. When you have outstanding personal qualities and use them well, your qualities help create a high state of morale, discipline, and esprit de corps—the indexes to effective leadership!

In a purely mechanically run unit there is no genuine satisfaction or security for your cadets, no desire to rise above their own limitations and no understanding how important the mission is. No robot can provide leadership. The basic attributes found in successful leaders include characteristics that help unit members develop their own qualities. Here are the most common personality traits in successful leaders:

Integrity of Character. This is summed up in one word—*honor*. Integrity of character makes you do the right thing, even if it is the far more difficult thing to do. It leads you to be *selfless* instead of *selfish*. The key to integrity of character is to *be honest with yourself*. This is tougher than it seems because it is natural to rationalize. To indulge in wishful thinking, to escape from facing the issue at hand,

Managers and commanders have legal authority. The leader has what type of authority?

Do not confuse autocratic with being mean, although tyrants are both, usually.

"Whatever you do, do it with enthusiasm and you are certain to succeed. Without enthusiasm you will surely fail." Henry Ford

or to fail considering all facts regardless of whether they support your personal convictions—all these things weaken integrity. Remember, however, that this failing is natural and cannot be fixed merely by resolving to be unbiased and unprejudiced in the future. For every decision you make, try to place yourself in the shoes of a person outside the problem, objectively looking at the situation from a distance. Only then will your thinking become logical, supported by facts.

Sense of Responsibility. This is the driving or motivating force within you that causes you to recognize and do what must be done. It enables you to complete a task. It impels you to accept all assignments, pleasant or unpleasant. It gives you the courage to make decisions that may be unpopular, and to take the blame when all goes wrong. A sense of responsibility also will cause you to recognize your responsibility to your cadets as well as to superiors.

Professional Competence. You must know your job! Although your cadets usually show patience with new cadet officers, they lose faith when you do not understand the job after a reasonable time. Make every effort to keep your knowledge current. Although practical experience in the job is not absolutely necessary, it is especially valuable for directing others and making decisions. Do not limit your learning to practical experience without studying and talking to others whose opinion you respect.

To know your job thoroughly, have a broad general knowledge of your specific staff or command position, a thorough knowledge of your unit's mission and how that mission contributes to CAP's total mission. You also must have competency in the technical and administrative aspects of your duties. Plans, people, and material are the elements of the leader's profession. You must competently deal with them all, one at a time and all at once.

Enthusiasm. This is vital and contagious! It is a form of salesmanship that causes others to become interested in and willing to help you get the job done. No great leader is lazy or dull. To be energetic, you must have faith in yourself and in your objectives. A leader must have enough faith to take a chance.

Emotional stability. If you do not know your emotional self at all times, you can make faulty decisions, treat your cadets improperly, and lose your leaders. If you get angry facing minor difficulties, how can you be calm and objective facing major crises? Become familiar with the empathy and tact characteristics of emotional stability to improve yourself and detect stability in others.

Empathy. Identify with others. Be aware of the individual needs for recognition, affection, adventure, and so forth. Also, you should earn their recognition as someone who is actively trying to meet their needs. Keep a balance between humaneness and getting the job done.

Tact. This is the ability to say and do the right thing at the right time with consideration for the feelings of others. Criticism must be clear, yet constructive. It should not cause discouragement or detract from the drive and energy of your cadets.

Self-confidence gives you the inner strength to overcome many obstacles. The secret of successful leaders is not great size or strength, but a rather strong determination and an absolute belief in themselves.

Leadership Principles

Principles are rules telling you how to act. Leadership principles are guidelines. Leadership qualities, discussed earlier in Section 5-2, are developed by learning and applying these principles; they are not inborn. These principles have stood the test of time and appear to have guided the conduct and action of successful leaders. Just because every leader has not always fully used each of these principles does not make them less valid. Although applying them may vary with the situation, if you disregard them you are risking failure. Knowledge, facts, techniques, and principles are of little use unless you apply them. Analyze your situation periodically to learn how well you are applying what you have learned about leadership.

Know Your People. Observe them, know them as people, and recognize what is special about each. Do this by personal contact and reviewing available records. By knowing them and helping them get what they want out of CAP, you will increase their productivity and your unit's proficiency. When they know you are concerned with their needs, and not just nosy, they will have a better attitude toward your unit and toward you as their leader.

Keep Your People Informed. You want to know what is expected of you and how well you have done. Within reasonable limits, you should keep your people informed because it encourages initiative, improves teamwork, and enhances morale. Cadets who know the situation and their mission are more effective than those who are not. Well-informed cadets have a better attitude toward their officers and NCO's and their unit as a whole. They know what is expected of them better when they know their mission and the purpose behind it. By using an effective awards program and an effective communication policy, you can favorably influence morale, esprit de corps, discipline, and proficiency. By keeping your subordinates informed, you will reduce fears and rumors. Be alert for false rumors and stop them by giving the truth to your unit.

Set the Example. Your cadets will look to you as their example to follow if you set a good example. They will use it as an excuse for poor work if you set a poor example. Set good examples in areas like personal appearance, conduct, punctuality, unselfishness, and mastering your emotions.

Be loyal to both your seniors and subordinates. Support your subordinates since they do their job conscientiously.

Avoid developing a clique. This is particularly hard when those who you have come to know, trust, and like have already proven themselves by working beside you. Liking such people gets in the way if it keeps you from giving new people chances to prove themselves, or when you shut them out of a conversation because they have not worked with you yet. New people should always be given a fair chance at becoming hard workers, too. Otherwise, what you and your clique have created from your hard work will just die out as each of you move on.

Be morally courageous. If you fail to stand by your principles where the welfare of your command is concerned, or attempt to avoid the responsibility for your unit's mistakes, you will not gain or keep the respect of your associates or subordinates.

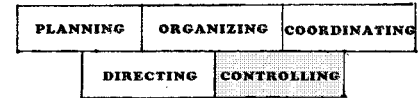
Ask the cadets who they admire as a leader. Have them discuss the leadership traits and principles of that person.

MANAGEMENT PRINCIPLES: CONTROLLING

DEFINE CONTROLLING AND
EXPLAIN THE CONTROL PROC-
ESS.

Introduction

In Chapter 8 you studied the management process in general. In Chapters 9 and 10 you learned about the elements of planning and organizing, and in Chapters 11 and 12 you examined coordinating and directing. In this chapter, you will look at controlling as part of the management process.



Definition of Controlling

Controlling is deciding if an action is carrying out a plan, and periodically checking to see that it does. It can be compared to taking an orientation flight to a particular place. You should periodically check to see if you are passing certain checkpoints. If you are not, what steps do you take to get back on the right path? Controlling must have a method for measuring performance, comparing actual performance with a standard of performance, and correcting the deficiency to meet that standard.

The Process of Controlling

Controlling is more than thinking about a task and judging its performance. It is intervening, when necessary, to bring the task back into line with the general plan. This action has four stages: establishing the standard, detecting deviations, measuring the deviation, and taking corrective action.

Establishing the Standard. Set standards that are to be met. Decide what the results should be or what you expect them to be. We are all familiar with dress standards. Organizations such as CAP require you to be "neatly groomed." Specific requirements about hair length, the uniform, and placement of insignia must be established as a standard to judge if you are well groomed or not.

Standards give you a yardstick to guide and evaluate your unit's production or activities. Standards also describe the desired quality of products and processes, as well as expected qualifications and appearance of your cadets. They show the expected level of performance and can be stated in terms of speed, efficiency, economy, and accuracy. Start establishing standards by looking at the purpose of your unit.

Detecting Deviations from the Standards. This is possibly the most difficult of all steps because there is no foolproof way to forecast when a deviation will occur. Theoretically, you must be there when a deviation happens to be able to measure how much of a deviation there is, and what caused it.

The next best thing is to collect data in the following order of preference: personal visits, staff meetings of personnel involved, committee meetings, briefings by experts in the field, and special reports regularly.

Next, interpret the data to see if there is any deviation between actual performance and the established standards. You can do this by trend data or status data. **Trend data** shows what changes have occurred from one point in time to another, and it will usually project whether current performance will meet standards if the trend contin-

ues. A graph of weekly attendance is an example of trend data. **Status data** shows how much of something has happened to date. This usually takes the form of a table and includes numerical data. The Cadet Monthly Membership Listing (MML) from National Headquarters, CAP, is an example of status data.

Measuring the Deviation. When you detect a deviation, find out how much of a deviation there is. Measure it *without interfering with normal operations* unless it is a matter of personal safety. Show your measurements using either the graphic presentation (trend data) or the statistical control report (status data).

Taking the Necessary Corrective Action. When you find deviations, correct them by any combination of these steps: (1) Change the work method without changing the plans, or change plans or goals without changing the work method. (2) Reassign or clarify duties, get more involvement in the analysis of *why* things went wrong. Then, go back to step one. Have your cadets help you advise what work method works best. This, coupled with rewarding your cadets for doing things right, is the primary way of exercising control. Be more careful selecting your cadets, provide better training, and transfer or replace them. (3) Explain the job more fully. (4) Be more directive in your leadership until your cadets learn the job. When you correct someone, do it in this order:

- Coordinate the deviation and the anticipated corrective action with everyone who might be concerned.
- Issue a formal directive of any major corrective action that changes an established policy; and an informal directive for minor corrective action.
- Publish corrective action in all available media and circulate among cadets and the higher echelons to show what action was taken.
- To avoid confusion, record all corrective action in written form along with a resume of any further suggestions.

Overcoming resistance to controls. Most of us do not like having our work checked closely, being watched on the job, or having our work habits changed. The controlling function, therefore, is often the least popular of the management functions when it is done incorrectly. It does not have to be this way if you follow certain guidelines.

- Explain controls thoroughly.
- Develop a mutual interest in achieving objectives by jointly developing controls *with the same involvement* of your cadets. (They will be tougher on themselves than you would be if you set the behavioral traps correctly.)
- Apply controls fairly and equally. Again, involve them by rewarding positive performance.
- Control by catching your people *doing things right*. Keep the proper self-perspective, occasionally "let your hair down" and admit that you have made mistakes in the past. You do not

A behavioral trap is constructed to get a desired reaction or block an undesired action.

have to convince yourself that you are perfect. Nor must you pretend you are. Keep control policies constant.

PLACEMENT INTERVIEWS

PREPARE FOR AND CONDUCT A PLACEMENT INTERVIEW.

To build an effective team, you have to have good team members who have the potential to improve and develop. The selection of a winning team takes a supervisor who knows how to interview. The most important thing to remember is that an interview is just two-way communication. This is true even in placement interviews. You want to find out all you can about the qualifications and aptitudes of the applicants, but it's equally important that they get enough information to decide if the job is right for them. Review the Choosing Your Career Future in the Readings section of chapter 13. Adapt it to the placement interview so you can find the best match between a cadet's interests and aptitudes and the needs of the job vacancy.

Effective Preparation

You will make better decisions if you carefully prepare for any interview. You will get better results by getting ready before the interview starts. Start with these decisions:

- Decide what you are looking for. Before you can decide what sort of person and experience you are looking for, you need a job description of what you expect someone to do in this job.
- Decide where to hold the interview. The place should ensure privacy. There is enough stress on the applicant during the interview situation without adding distractions or interruptions.
- Decide when to hold the interview. While timing interviews is usually mutually convenient, have enough time for both of you to discuss thoroughly the points that need to be covered.

Remember, the purpose of an interview is to get information not given elsewhere, to observe, and to learn as much as possible in a brief time. You need to be able to decide who is the best person for the job, based on the information you gather.

Help Applicants Relax

Every applicant's willingness to respond depends on the kind of relationship that develops between you. There are three goals to strive for in establishing a cooperative atmosphere.

- Applicants should feel that you are attentive to them and are interested in them as individuals.
- They should feel that you accept them, that you will let them be themselves, and that they can express themselves without fearing criticism.
- You should prove that you are warm and friendly.

Let every applicant know immediately that he or she is welcome. Give your undivided attention without delay. Get the individual

You can have one cadet interview another cadet for a staff position. Discuss whether or not the cadet followed all of the steps.

talking as quickly as possible. This is where talking about mutual experiences or interests can be useful.

Getting the most out of an Interview

Concentrate on listening more than on talking. Your purpose is to analyze each applicant's qualifications. Let the cadet do most of the talking. Say just enough to get the person to express relevant ideas. Focus on what you hear and on how the individual answers your questions. Do not ask questions if you already know the answer. Ask more about the person's ability to do the job, rather than about their general background.

DRILL AND CEREMONIES

Until now you probably have just participated in Pass in Reviews as a flight member or perhaps a flight commander or squadron commander. Now you will learn how to organize a Pass in Review and what to do as a Commander of Troops, Adjutant, and Staff Officer. Once again, refer to the Cadet Drill Manual for the necessary information.

OPERATIONS OFFICER STAFF DUTY ANALYSIS

Operations officers primarily plan, organize, and support the emergency services programs. They also have the responsibility for carrying out the activities portion of the cadet training program and for arranging for cadets to take their orientation flights.

References

- CAPM 20-1, Organization of Civil Air Patrol
- CAPP 50-6, Cadet Protection Policy and Program for Parents and Leaders
- CAPR 50-15, CAP Operational Missions
- CAPR 55-1, CAP Emergency Services/Mission Procedures
- CAPR 60-1, CAP Flight Management
- CAPR 62-1, CAP Safety Responsibilities and Procedures
- CAPR 62-2, Mishap Reporting and Investigation
- CAPR 76-1, Travel of CAP Members via Military Aircraft and Surface Vehicles and Use of Military Facilities
- CAPR 77-1, Operation and Maintenance of Civil Air Patrol Owned Vehicles
- CAPM 100-1, Communications
- CAPR 160-2, Authorized Medical Care at Air Force Hospitals

Work With These Key People

- Operations Officer
- Safety/Evaluation Officer
- Emergency Services Officer
- Deputy Commander for Cadets

Training Officer
Aerospace Education Officer
Communications Officer

Purpose and Scope

This staff duty analysis is intended to:

- provide guidance on your duties and responsibilities
- provide guidance on how to complete the proper forms for cadet operations
- provide a general look at the procedures needed for successful operations

Learning objectives.

At the end of this staff duty analysis you will be able to:

- plan, coordinate, and set up a SAR activity for your unit cadets
- plan, coordinate, and set up a DR activity for your unit cadets
- plan and coordinate your cadets to take part in an encampment
- pass the SDA test for operations officer

Duties and Responsibilities.

The operations officer manages and directs all operations activities and supervises the cadet activities portion of their training program. The operations officer is required to:

- develop and implement operations programs and directives
- establish reporting procedures
- coordinate operations and activities matters
- develop operations policies and procedures to ensure mission accomplishment
- select cadets for activities
- provide and coordinate transportation
- provide and distribute information about activities
- provide special activities for the cadet program

Operations is key in training and preparing various emergency services teams such as ground teams, mission coordinators, pilots and observers, and flight line support. In addition, they help coordinate with fixed base operators of airfields and communications systems while supporting emergency services operations and training.

Operations Officer Checklist

- ☐ Talk to other (or former) Operations Officers to learn from their experiences. Ask them questions remembering that there are no dumb questions.

- ☐ When planning cadet activities, always include cadet staff members or selected cadets to help in the planning. Cadet perspectives are most valuable as the activity is for their benefit.
- ☐ For activities with complicated schedules or that last more than a day, prepare an operations plan that describes responsibilities, collateral support, schedules, transportation requirements, and so forth.
- ☐ When developing the operations plan, seek Air Force Liaison assistance, if available. Liaison personnel have resources and connections that can be most useful, especially when planning activities at military facilities.
- ☐ Publicity is important. Close coordination with the Public Affairs Officer is valuable when seeking commitments to participate in certain activities. Distributing information well ahead of deadlines can be the most important key to make the activity successful.
- ☐ When planning aerospace activities, close coordination with the Aerospace Education Officer is necessary to ensure educational goals are identified and met. Training objectives also may be met by coordinating with the unit Training Officer.
- ☐ When coordination is required with other units, a single coordinator should be designated as the general planner. One focal point of information will minimize duplication of efforts and provide for focused direction to achieve specified objectives.
- ☐ When resources are required (transportation, facilities, meals, equipment, personnel, etc.) written requests should be prepared and written responses required. This documentation trail will help greatly in identifying individuals who can be contacted should resource problems arise.
- ☐ Develop an experience file and in it, include sample operations plans, written requests, contact lists, facility descriptions, etc. It is always easier to plan new projects if there is some guidance available from previous activities.
- ☐ Coordinate closely with wing, group and region personnel to draw upon their advice and resources. Sharing of experiences strengthens the total organization and prompts new ideas.
- ☐ Keep parents informed; do not rely entirely upon cadets to communicate information to their parents. Newsletters and flyers should be sent home or distributed by the public affairs officer (see item 5, above).
- ☐ Coordinate with safety personnel to ensure potential safety hazards are identified and addressed.
- ☐ When activities involve flight operations, the Flight Operations Officer and Safety Officer must be involved in planning to ensure all applicable regulations are reviewed. Emergency Services personnel also may need to be involved in this planning.

Plan for safely getting people to a common meeting/pick-up point or mission site. Collect together at the end of the mission and go back to the common pick-up point. At the pick-up point, verify that each cadet is picked up by a responsible adult. NEVER leave a cadet waiting alone for a ride.

- ☐ Senior member escorts should be selected based upon their qualifications, experience working with cadets and their interest. Senior member escorts should be thoroughly briefed about the objectives of the activity and the total plan of action.
- ☐ When appropriate, such as when planning the use of military facilities, visits to the facilities themselves, in advance, will help greatly in the planning process. Dry runs for timing logistics, transportation, etc., may also be helpful.

Background

The cadet special activities officer or senior member squadron activities officer is responsible for planning and coordinating various unit activities that may support other staff functions. In the region, wing, and group the cadet special activities officer assists in planning and monitoring cadet activities that might require coordination between units or with other organizations. Within the squadron, the activities officer plans and conducts field trips, sporting events, and social functions. The activities officer also coordinates cadet participation in community betterment projects and emergency services exercises.

The special activities position requires a broad knowledge of CAP regulations and directives, particularly about cadet abuse, training, transportation, and medical requirements. Other staff members serve as additional resources in these planning and coordinating roles.

An essential element in all special activities that involve cadets is a thorough understanding of CAPP 50-6, Cadet Protection Policy and Program for Parents and Leaders. This pamphlet outlines clearly and in detail the CAP policy in dealing with situations in which the potential for cadet abuse could be present. The pamphlet also provides guidance for recognizing emotional, physical, or sexual abuse.

The emergency services' primary mission objective is to save lives and relieve human suffering. To be effective, the lives of CAP personnel performing the mission must be safeguarded. CAP demands professionalism in organization, training, and mission execution to accomplish this service. Only qualified members are allowed to participate in actual missions. The emergency services mission includes search and rescue, disaster relief and other flight missions.

Emergency Services Background

All CAP personnel who participate in SAR operations are volunteers who have been specially trained. Life-saving techniques must be carried out with speed and efficiency, which is attained through prior planning and practical exercises in performing the tasks required.

CAP units may not participate in a SAR mission unless they have people trained to accomplish the mission quickly and successfully. That is why this is generally an adult function. As students, cadets are in school much of the time a real mission happens.

A CAP wing may have several units that are trained and "on call" for SAR activities, but the wing commander usually assigns the mission to the unit nearest the area of operation. This ensures familiarity with the terrain in the search area and enhances cooperation with law enforcement personnel, local citizens, and other rescue teams.

A SAR mission is always a serious and critical endeavor and must not be conducted haphazardly. Therefore, good organization, methodical procedures, and safety are essential. Each SAR mission is headed by a CAP mission coordinator who is experienced and highly qualified in emergency services.

SAR missions can be quite involved with many functions and activities to be supervised and accomplished. The following list is a sample of those activities, with brief explanations:

Mission Coordination. The complete responsibility for each specific mission is vested in one CAP officer, the mission coordinator.

Administration. This involves registering mission personnel, publishing flight orders, and reimbursement claims by all participants who bear authorized costs during an exercise or actual mission. They also control required mission reports.

Communications. This may be radio, telephone, or messenger service. In this manual, when we spoke of "communication" we meant verbal and non-verbal communication. When we use the plural form, "communications," we mean use of electronic equipment such as radios. Communications officers establish the net and control the activities of all communications personnel. They prepare briefing materials about communications procedures for pilots, rescue teams, and communications equipment operations.

Air Operations. These are controlled by the air operations officer who is responsible for coordinating all airborne activity under the general supervision of the mission coordinator. The air operations officer ensures that all air mission personnel are trained for their tasks; supervises all air crew briefings; maintains the mission status board that keeps the team current on the latest information pertinent to the mission in progress; and provides leadership for those staff officers and members under their jurisdiction (such as briefing/debriefing officers, aircraft clearance officer, mission pilots, and observers.)

Ground Operations. These are controlled by the ground operations officers. Like the air operations officer, they work directly under the mission coordinator and supervise all ground activities. They must ensure all ground rescue personnel are properly trained for the task; know personnel and equipment capabilities; supervise the inventory, maintenance, and dispatch of ground vehicles; and coordinate the efforts of the ground interrogation teams.

Disaster Relief (DR). In 1979 several federal agencies merged to form the Federal Emergency Management Agency (FEMA). It is the single point of contact within the federal system for disaster relief planning and management. This includes civil defense, natural disasters, and other man-made emergencies.

The CAP has national level agreements with many government and non-government relief agencies. Included are such organizations as FEMA, American Red Cross, and the Salvation Army. CAP also has agreements with local agencies at the wing level and participates with the various state emergency management offices.

The US Army has general responsibility for coordinating disaster relief efforts involving Department of Defense agencies. The Air Force supports the Army. As a volunteer resource of the Air Force, the CAP supports the Military Support of Civil Defense (MSCD)

during a declared wartime emergency. CAP supports the Military Support to Civil Authorities (MSCA) program during peacetime.

The organization of CAP disaster relief is very similar to the SAR mission. The main difference is the agency that controls the mission. CAP always retains command of CAP resources, but mission control is delegated, usually at the state level, to the agency primarily responsible for the particular DR operation.

Under MSCD (wartime) conditions, the state's adjutants general are federalized and assign wartime missions to civil defense and other state agencies. An Air Force officer is on their staff to coordinate Air Force/CAP activities in civil defense.

Under MSCA (peacetime) conditions, the Air Force Reserve coordinates and tasks through its Air Force National Security Emergency Preparedness (AFNSEP) office. The AFNSEP office is co-located with the Army Forces Command at Fort McPherson, Georgia. After receiving an Air Force mission authorization, CAP would work directly with the agency that requested help and perform the activities specifically requested, within CAP's capability.

The types of DR missions supported by CAP include:

- radiological monitoring and decontamination in wartime
- emergency communications via HF, VHF, VHF-FM and repeaters and packet radio
- airborne damage assessment and surveillance including photography, TV videotape, enviro-pod, and visual
- courier and light cargo transport
- mercy missions such as blood, organ transplant, and patient transport (life-saving evacuations)
- manual labor for debris removal
- air and ground transport for cargo and non-CAP key personnel

As an Air Force resource, CAP may support various Department of Defense activities in a non-combatant role. This support includes:

- airborne control of surface vehicular traffic
- courier service and light cargo transport
- communications relay
- airborne visual and photographic damage assessment
- military low level training route safety surveys
- radar installation flight tests and controller training

CAP Aircraft

The aircraft used in CAP flying activities are normally either corporate-owned or member-owned. There is a provision to borrow or lease other aircraft if needed. Some corporate aircraft were obtained from the Air Force as excess to Air Force needs. Other corporate aircraft are purchased for CAP by the Air Force with money

specifically appropriated by congress. Title to those aircraft passes to CAP. Usually, most of these aircraft must be returned to the Department of Defense for their salvageable parts when they are of no further use to the CAP.

Air Crew Ratings and Flight Training

Pilots in CAP may qualify for various aeronautical ratings. To be awarded the CAP solo pilot rating, you must be a member of CAP, be at least 14 years old for balloon or glider qualification and/or be at least 16 years old for airplane qualification, hold a valid medical certificate, have received required instruction from a certified flight instructor, and have soloed according to federal air regulations.

To attain the CAP pilot rating, you must hold at least an FAA private pilot certificate, a valid medical certificate, and be qualified according to CAPR 60-1, CAP Flight Management. The CAP senior pilot rating requires one to meet the CAP pilot rating requirements, serve as an active CAP rated pilot for at least three years (this service does not have to be continuous) and have a minimum of 1000 hours' pilot time logged according to federal air regulations. A CAP command pilot rating requires one to meet the CAP senior pilot requirements; serve as an active CAP pilot or senior pilot for at least five years (this service does not have to be continuous), and have a minimum of 2000 hours' pilot time according to federal air regulations.

A CAP glider pilot rating requires one to be a CAP member and hold an FAA glider private pilot certificate. A CAP balloon pilot rating requires one to be a CAP member and hold a FAA balloon private pilot certificate.

CAP pilots cannot fly aircraft and simultaneously perform the most effective job of ground observation. Consequently, CAP has other members who fly with the pilot, do the main job of observing, and are rated as observers. Like pilots, CAP observers have different ratings according to their qualifications and wear distinctive wings that have been designed to display those qualifications. Members interested in becoming observers should consult CAPR 35-6, Aeronautical Ratings and Emergency Services Qualification Badge.

The basic rating is CAP observer. To attain this rating, a CAP member must first perform flight duty as an observer trainee. Beyond, and along with these flights, the observer trainee must master subjects about the observer rating and pass an examination. Since these duties will involve emergency services flights, trainees also must pass the examinations for both search and rescue and civil defense operations.

The requirement for the advanced ratings of CAP senior observer or master observer are slightly more restrictive. The candidate must hold the CAP observer rating and meet membership requirements besides active participation in SAR/DR missions and training missions.

Flying Safety

The paramount concern with all of CAP's flying activities is flying safety. CAP pursues an active accident prevention program to

prevent the loss of life and to prevent property damage, both in the air and on the ground.

No safety program can be successful unless it is "bought" and used by the personnel involved. That is why CAP's safety program is based on personal motivation and consistent use. Safety meetings are held to emphasize subjects such as weather hazards, flying violations, checklists, taxi accidents, etc.

Statistical data is compiled on each unit's involvement in accidents, and used to help in correcting potential safety hazards. Through posters and publications the personal awareness of safety practice is maintained, and everyone is encouraged to point out immediately any hazard or potential hazard that they may discover.

Safety, flying safety or ground safety, is the personal responsibility of each CAP member. Through the collective effort of all CAP members, CAP can always be a "safe as possible" activity.

Communications

Involving thousands of licensed operators, the CAP communications network serves three purposes. It aids in the advancement and improvement of the art and science of radio communications. It furthers the CAP aerospace education phases in communications. It coordinates with government agencies for planning and establishing procedures to meet local and national emergencies.

CAP's communications network is composed of a radio system involving stations that are fixed-land, mobile-land-and-water, and airborne. This network embraces the entire CAP organization—50 states, the District of Columbia, and Puerto Rico—and maintains a steady communications schedule. Whether for routine or emergency use, it provides commanders at each echelon with the communications that are adequate for their control of general activities. Also, in times of disaster or national emergency, it provides an additional or secondary means of communications if primary facilities are inoperative.

Manned by CAP personnel, the CAP communications network is a support channel which follows the chain of command structure. That is, a network is established at National Headquarters level, at region level, wing level, and squadron level. Operating this way, the Executive Director may get information to the National Commander, Vice Commander, Chief of Staff, region commanders, and be in contact with the wing commanders, and so on down to the lowest echelon of command.

The communications net at National Headquarters is operated by USAF personnel using USAF and CAP equipment. Authorized frequencies are allocated to CAP by the Federal Communications Commission and the Air Force. CAP personnel operate equipment on CAP and USAF frequencies at all levels at any time. Interchange of radio communications can be effected at all levels any time. Below wing level the radio nets, whether group, squadron, or intra-squadron nets, are the best medium through which cadets and senior members may receive training and apply what they have learned in radio communications.

A net is a structure for the orderly passing of traffic by trained operators using an established protocol. By doing so, everyone can

be accommodated in an orderly, predictable manner. Nets use self-sustained mobile, portable, and/or fixed-equipment that operates on a number of frequency ranges. Mobile equipment is used because of the mobility required of communications units that carry out CAP's emergency services mission. CAP squadron members may install radio equipment in their cars, trucks, and boats.

Radio communications operations in CAP are restricted to those transmissions that relate to official CAP business. Failure of CAP members to abide by the regulations of CAP National Headquarters and the Federal Communications Commission can result in suspending operating privileges for a time, or revoking of the operator's license.

Procedures

To do the job of operations officer, several people listed above may be helpful in developing plans to support special activities. Depending upon the level, such as squadron, wing, region, etc., the duties may vary. For example, at the wing, group and region levels, an activities officer may be more involved with the coordination of activities between organizations than within the unit. Often, at this level, activities may include several squadrons, groups or wings working together, like in a Type B encampment or a drill competition. Within the squadron, however, duties of the activities officer may be primarily aimed at planning smaller events such as field trips and community betterment projects. No matter at which level the activity is to be executed, the following procedures outline the types of issues that should be addressed when planning and coordinating a special event for cadets:

- ☐ Staff members within the unit or in other units must be consulted to learn of unique requirements or identify available resources.
- ☐ Cadet staff and advisory councils should be involved in planning and developing projects that include cadet participation.
- ☐ Regularly scheduled planning sessions should be held to develop necessary activities and to carry through activities already planned. These sessions should be attended by key staff and cadet personnel to ensure good communication and feedback, and sessions should be documented to ensure that responsibilities and plans are understood.
- ☐ Operations Officers should develop lists of facilities and resources within the area that are available to offer cadets special experiences. Such lists might include Air Force or military facilities, aviation-related corporations and companies, guest speakers or government organizations who might support CAP. Museums, scout groups and civic groups also may be sources of support.
- ☐ When activities involve the military, the Air Force Liaison Officer should be contacted to help with coordinating.
- ☐ Senior member supervision, commensurate with the number of cadets involved, is required. An adequate number of female senior members must be present when female cadets participate.

Senior members must be fully aware of CAPP 50-6, the Cadet Protection Policy and Program for Parents and Adult Leaders.

- ☐ All materials, transportation and equipment requirements must be identified and planned before the activity. Unit supply or logistics personnel and transportation personnel must be contacted to find availability and support.
- ☐ Certain CAP forms are required to be completed for cadet activities. These forms include, but are not limited to:
 - Form 7 Cadet Listing for Special Activities/Encampments
 - Form 20 Encampment Report
 - Form 31 Cadet Application for Special Activities
 - Form 32 Report of Medical Examination
 - Form 54 Application for CAP Encampment
 - Form 70 Application for Cadet Special Activities Escort Duty
- ☐ Form 70 Application for Cadet Special Activities Escort Duty Parental consent form must be completed before cadet participation in special activities,
- ☐ Medication requirements for individuals must be reported to senior member escorts by cadets before special activities. Senior members also must be aware of medical support during special activities and have a working understanding of CAPR 160-2, Authorized Medical Care at Air Force Hospitals.
- ☐ Special events may include such activities as model rocketry and are covered by CAPM 50-20. Familiarity with this manual is necessary when such an event is planned.
- ☐ Insurance requirements (outlined by CAPR 112-9) should be reviewed by senior member escorts before the event.
- ☐ When military facilities are being used, participants should review CAPR 147-1 concerning base exchange privileges.
- ☐ Safety of cadets and senior member escorts is the most important aspect during special activities. Senior member escorts should be briefed by their safety officer about potential hazards and *proper responses* should an incident occur.
- ☐ Close coordination with Aerospace Education Officers and/or Training Officers should be maintained to maximize the benefit derived from a special activity.
- ☐ Cadets and senior member escorts need a clear understanding of the roles and authority of cadet leadership, senior member escorts and Air Force Liaison personnel.
- ☐ When a special activity consists of many personnel or covers a multi-day period, an Operations Plan or guideline should be prepared and issued clarifying duties, functions and responsibilities.

Make sure you see these forms, fill them out, and have them checked for accuracy.

ACHIEVEMENT SUMMARY EXERCISE

1. According to the Air Force, the definition of leadership consists of: _____, _____, and _____.
2. The 3 roles of a CAP officer are: _____, _____ and _____.
3. Match the leadership style with its proper description:

- | | |
|--|-----------------------------|
| • a. demands leader-follower roles | • variable leadership style |
| • b. does more to satisfy each member's needs | • participative |
| • c. needs extensive training of people to be successful | • autocratic |
| • d. has primary and secondary styles | • Laissez-Faire. |

4. List the 8 leadership traits and 6 leadership principles of an effective leader.

Leadership traits:

_____, _____, _____, _____
_____, _____, _____, _____

Leadership principles:

_____, _____, _____, _____
_____, _____, _____, _____

5. What are the 5 management principles? _____, _____, _____, _____, _____.
6. What are the 4 stages of controlling? _____, _____, _____, _____.
7. Define controlling. _____.
8. Define trend data and status data and give an example of each.

9. Effective preparation for conducting a placement interview should include doing what three things?

_____, _____, _____.

10. During a placement interview every applicant's willingness to respond depends on what?

11. The emergency services' primary mission objective is to save lives and relieve human suffering. The mission includes what three things?

12. What is the main difference between the organization of CAP disaster relief and the CAP SAR mission?

13. Where can the qualifications for getting a CAP pilot's license be found? _____

ANSWERS

1. a. influencing and directing people, c. having your people's obedience, confidence and respect, d. achieving a common objective.

2. Leader, Manager, and Commander.

3. demands leader-follower roles—autocratic.

does more to satisfy each member's needs—participative.

needs extensive training of people to be successful—Laissez-faire.

has primary and secondary styles—variable leadership style.

4. Integrity of character, sense of responsibility, professional competence, enthusiasm, emotional stability, empathy, tact and self-confidence.

Know your people, keep your people informed, set the example, be loyal, avoid developing a clique, be morally courageous.

5. Planning, organizing, coordinating, directing, controlling.

6. Establishing the standard, detecting deviations, measuring the deviation, taking corrective action.

7. Deciding if an action is carrying out a plan, and periodically checking to see that it does.

8. Trend data shows what changes have occurred from one point in time to another. For example, a graph of weekly attendance.

Status data shows how much of something has happened to date. For example, the cadet Monthly Membership Listing (MML) from National Headquarters, CAP.

9. Decide what you are looking for, where to hold the interview, and when to hold the interview.

10. the kind of relationship that develops between you.

11. search and rescue, disaster relief and other flight missions

12. the agency that controls the mission

13. CAPR 60-1

SPECIAL READINGS

CHOOSING YOUR CAREER FUTURE

While you are completing your cadet program, you are developing yourself as a person and as a worker. To do this, you must know what work you want to do, what qualifications you meet and which ones you need to develop, and what you must do to develop them. Why Do Something About It Now?

Being happy in your job demands you know what you want. Get training, and get experience. In today's competitive society, we cannot count on fate, or accident, to decide what we will do for a living. Too many of us have tried this only to feel trapped in that job later. In the previous chapter you learned what the Air Force (and to some extent, the other services) look for in you. Good civilian jobs are just as competitive. Even entry jobs require at least a high school diploma (many employers will not accept a G.E.D.), and expect you to get further training on the job, at a post high school (college, vocational, or technical school, depending on the job), and continuing your education in order to keep up with the latest changes with your work. For over the past 20 years more than 90 percent of Air Force Officers earned at least a four-year bachelor's degree. Now, getting a master's degree in a specialty (e.g. science, engineering, and business administration) is becoming more and more common.

Flyers need a secondary specialty. If you wish to fly, being a good pilot or air crew member is not enough. Some day you will not be able to fly. From your aerospace education classes you realize flying makes great demands on the body. An air crew member's physical condition (especially vision) must remain close to perfect, or they are removed from flying status. Normal aging, combined with physical stress from flying, forces you to realize that chances are remote of flying all your military career. Air crew members, as a group (like olympic athletes), have short "job life spans." Pilot and navigator schools require one to two years of rigorous mentally and physically demanding training beyond college. Many of you, by that time, may be married and/or have equally demanding responsibilities. This means you must have a marketable specialty to rely on in case you cannot fly.

Have Alternate Plans Ready in Case Your Plans do not Work Out. If you are thinking of becoming an officer in any of the military services, keep from putting "all your eggs in one basket" and apply to all service academies, all their preparatory schools, and apply to each of the reserve officer training corps of each military service. It takes a lot of time and a great deal of paper work, but remember, the competition is tough and everyone has the same hopes you do that they will be selected. If you are in another branch of the service as a midshipman or cadet, you may be able to transfer in to the Air Force, depending upon the needs of the services at the time you apply (which is usually the last year before you get commissioned).

If you cannot enlist, or cannot become an officer, take some time to "retreat and regroup" your plans and strategy. This takes some hard soul searching for some of you. But, the more honest and objective you are, the more realistic and practical your new plan will be. You will have to "recycle" to make alternate plans throughout your career, even if you get what you thought you wanted. Take a good honest look at what you can do to increase your chances, and keep trying. If you just missed getting selected, perhaps the next time you apply the competition will not be as keen, the needs of the services may have changed in your favor, you may have shown enough improvement in your weak area(s), or any combination of these. Many people have increased their chances of getting a commission by enlisting and applying through programs open only to those currently enlisted. In any case, while you are waiting to be selected, continue developing your leadership abilities and continue progressing in your chosen career. This way, you will have demonstrated how you could turn "defeat" around to work for you; you will have something new and positive to report the next time around.

If the Air Force Expects Me to Know What I Want to Do, How do I Find Out? You should be asking, "What do I want to do for a living?" Or, if you are considering flying, "What specialty do I want to use if I cannot fly any more?" If you are looking at the Air Force, you must be aware of what specialties they want, what things you naturally like the best and are good at, how to develop them, and how to let the Air Force or other employer know you are the best qualified for the job.

In Section 15-16 you got a general idea of what the Air Force looks for. You must keep in touch with your recruiter, academy liaison officer(s), and ROTC public relations officer(s) to know what the needs of

the service are at any particular time. That chapter also told you how to let the Air Force know you are interested in them and what your qualifications were. Your next step is to meet with your school counselor and discuss steps you should take to become more aware of your skills, aptitudes, and interests. Your counselor may also know of certain computer-generated career programs that may augment your career search. If, for some reason, a counselor is not available, the procedure outlined in the rest of this section is recommended.

For a civilian career, you can start by reading the *Occupational Outlook Handbook* for the current year, followed by arranging a list of questions for a 15-minute interview with a person working in the job you are considering. Be sure to be on time for the interview, be clean and well-groomed, and take **only** as much time as you requested and no more. For both military and civilian jobs, post-high school education and on-the-job experience are ways to develop those skills. What specific education or training you develop depends on "What skills do I naturally like the best and am good at?" The next sub-sections describe procedures to do this. You can do these procedures in the order presented in this manual, or you may do them in any sequence you find most helpful.

Inventory your skills. To take command of your future and your career, take stock of what your skills are. There are several ways to do this (an excellent book that comes out every March is *What Color is Your Parachute*, by Richard Nelson Bolles and is published by the Ten Speed Press). Start by looking at your Civil Air Patrol past. What interested you in CAP in the first place? What kept you interested? What activities did you like? What was there about each activity you liked the best (or disliked the most)? List at least five people who influenced your participation in it. What characteristics did they have that you liked and wanted to develop in yourself? In what way(s) did Civil Air Patrol change your life? To help yourself through these questions, look at old scrap books, records, and talk to cadets and senior members you worked with. Then, write down what you are learning. Extend your research to talking with teachers, counselors, past employers and co-workers, and other people you know and have worked with, even your parents!

Organize your skills. Now, start to organize your information around skills first, and interests later. There are three kinds of work skills: data, people, things. You will need to decide if you like to work mostly with data (information and ideas), people (interacting and cooperating for mutual problem solving), or things (operating tangible objects). From your research, you will find that each of these three skills has a shallow level and a deep level. They are more adequately described in the current edition of the *Dictionary of Occupational Titles* which you can usually find in any library, usually either at the reference desk or in the Government Publications section.

Inventory your Aptitudes. Take the Armed Services Vocational Aptitude Battery (ASVAB). An aptitude is an innate ability you have to do something well. The ASVAB is a 3-hour aptitude test given by all the armed services and is used by them and high school counselors for counseling and identifying eligible high school graduates for possible recruitment. Taking the test does not obligate you to enlist; however, the test measures your abilities in these areas: verbal, math, academic, mechanical and crafts, business and clerical, electronics and electrical, and health, social, and technologies.

Examine your interests. Refer back to the chapter about the personality types. Which type are you? Of the six types, three will usually predominate. Decide what they are by going over your background, like you did for skills. Of those three that predominate, rank order them. Research by Dr. John Holland has proven all jobs families tend to be arranged according to some combination of these three personality types. If you are having trouble determining which personality type you are, Dr. Holland's paperback book, *Making Vocational Choices: A Theory of Careers* (Prentice-Hall, Inc., Englewood Cliffs, NJ) will be very helpful. In it is an exercise called *The Self-Directed Search*. Once you determine what your three-letter personality type "Holland Code" is, the paperback book *Dictionary of Holland Occupational Codes: a comprehensive cross-index of Holland's RIASEC codes with 12,000 DOT occupations*, by Consulting Press, Inc., 577 College Ave., Palo Alto, CA 94306 will be helpful. This book will translate your personality type into possible job titles.

Match your skills, aptitudes, and personality (interests) to job titles. If you are interested in the Air Force (or other military services) you should have a job title list from the RIASEC code you just made. Look over the title, know what each title means by reviewing it in the *Dictionary of Occupational Titles*, and start narrowing down the list. First, delete the job titles that are not interesting, then the ones you do not have aptitudes for, and then the ones you do not have skills in. You should end up with between three and five job titles. What employer will not think twice about hiring someone who is interested in the work and has the

skills to get it done? If they seem reluctant that you lack the experience, remember that you can make up for it in your proven record of success in Civil Air Patrol. Tell them about what positions you held, what activities you did (including encampment, cadet staff, advisory council, cadet conferences, National Activities), and scholarships or awards (such as the Earhart and Spaatz) you earned. Remember, no test or computer product will be as accurate as your own feeling about what you want. These things can only help narrow down the possibilities of career areas you would be good in. These products are meant only to stimulate thinking and individual research. Deciding upon what you want to do for a career is a *gradual* process.

ACHIEVEMENT CHART

PROGRAM REQUIREMENTS AND DATES COMPLETED

Physical Fitness Mile Run. _____

AGE	MALE	FEMALE
13	8:06	10:23
14	7:44	10:06
15	7:30	9:58
16	7:10	10:31
17	7:04	10:22

Moral Leadership participation in at least half of unit moral leadership meetings during this achievement. _____

Attendance & Active Participation in unit activities (including payment of Unit and National dues). _____

Leadership Laboratory/Logistics Officer Staff Duty Analysis closed book test score of 70 percent or more correct. _____

Logistics Officer Staff Duty Analysis Report. _____

Participation in assigned cadet officer level position (rotation of the various cadet positions is important to maximize training). _____